

## Workplace learning: doctors learning from nurses

Peter Pype, Fien Mertens, Myriam Deveugele

### Aims:

In Belgium, general practitioners (GPs) collaborate with nurses from specialized palliative home care teams (PHCTs) in caring for their palliative patients. Previous research indicates GPs' learning from these nurses during collaboration (workplace learning). It is not known how GPs experience the 'identity of a learner' during this collaboration. We aimed to explore the experiences and preferences of GPs in learning from nurses

### Methods:

20 semi-structured interviews with GPs. Content analysis was done by two researchers

### Results:

Main facilitators for GPs' learning from nurses were the trust in the nurses' expertise, the realization of one's own limitations as a GP, and the possibility to put theory into practice in a supervised way.

Main barriers to take up the identity of a learner were lack of clarity on roles and responsibilities (e.g. hesitation from GP on whether he has to learn about emotional support of the family or whether he should delegate this task to the nurses) and the GPs perception that patients and families expect GPs to be an expert .

### Conclusion:

General practitioners are mostly willing to accept the 'identity of a learner' during collaboration with PHCT nurses. Good working relationships and role clarity need to be established. Both nurses and GPs should pay attention to the teaching/learning aspect of collaboration to turn the 'implicit learning' more explicit and efficient.